

Teaching Toddlers to Talk

A Parent Training Class for parents of Infants and Toddlers with a current IFSP through Alta California Regional Center

Facilitated by
Dana Shea, ACRC Speech Pathologist



Do you have concerns about your child's speech? Are you interested in learning about speech and language development? Want to learn strategies for helping your toddler learn to talk? Then plan to attend this **FREE** workshop!

YOU are your child's best teacher! Come get the support you need to help your child develop their speech and language skills!

Where: Alta California Regional Center
2241 Harvard Street, Suite 100
Sacramento, CA 95815

When: Monday, March 26, 2018, or
Monday, April 23, 2018, or
Monday, May 21, 2018
from 4:00 to 5:30 pm

This class is for parents of infants and toddlers served by the Early Start Program (birth to 36 months old) with a current IFSP.

Please Note: This workshop is for Adults only-childcare will not be provided.

**This is a single class session. Choose a date that works for you.
Pre-Registration is required.**

To register, please contact Patti Diamond by phone at 916-978-6506 or by email at pdiamond@altaregional.org



Alta California Regional Center, 2241 Harvard Street, Suite 100 Sacramento, CA 95815



Saturday, MAY 19TH @ 10:00 AM

GAUCHE PARK: 421 C STREET, YUBA CITY, CA 95991

FOR MORE INFORMATION, TO SIGN UP FOR THE EVENT & RESERVE YOUR COMPLIMENTARY SHIRT, CONTACT:

ADRIENNE MALONEY @ 530-315-9993

You're Invited!

United Way
Yuba-Sutter-Colusa
United Way

Yuba-Sutter-Colusa United Way
Community Resource Fair
"Assisting Those In Need"
Saturday, May 19, 2018
10:00 am - 1:00 pm

FREE!

Sponsored By:
Sutter Health
CHILDREN'S FAMILIES

Over 60 local non-profit agencies with loads of information about their no-cost or low-cost services and programs for your family will be on hand.

Walk-N-Roll for Disability Awareness
Educational Information
Free Barbeque Lunch
Kid's Fun Run
Activities for all ages
Free Prize Drawings

Gauche Park
Wilbur Ave. and C St., Yuba City
For more information, please call: (530) 743-1847
www.ycunitedway.org

Join us as we get together during the **Yuba-Sutter United Way's Community Resource Fair to Walk-N-Roll** around **Gauche Park** to help bring awareness to disabilities, as well as to bring resources to those in need. All are welcome to participate as well as their families. The more the merrier! This is the perfect opportunity to come together as parents & families and those with special needs and physical disabilities to share our experiences, hope, and resources. Shirts will be provided at **no cost** to participants, so please be sure to **call and reserve yours ahead of time**.

FIND THE EVENT ONLINE AND REGISTER ON FACEBOOK OR EVENTBRITE!



...Thank you! See you there!



Mental Health Matters Day

CALIFORNIA STRONG!

May 23, 2018

9:30 am to 2:00 pm

East Side, Capitol Building • Sacramento, CA

Join us as we celebrate Mental Health Month!

This is a free event! Prepare for outdoor seating, bring folding chairs and blankets.

Speakers

Paul Gilmartin, Event emcee, Former TV host (TBS' Dinner and a Movie), stand-up comedian (Comedy Central Presents) and host of the Mental Illness Happy Hour podcast

Nadia Ghaffari, Founder of TeenzTalk & Senior at Los Altos High School will present Empowering Youth Voice: Peer Support & Fostering Youth-Led Initiatives Around Mental Health
More TBA

Schedule

- 9:30 a.m. Exhibit Tables Open
- 9:45 a.m. Welcoming Remarks
- 10:30 a.m. Speakers & Entertainers
- 2:00 p.m. Closing Remarks

Partners



Contact: info@mhac.org

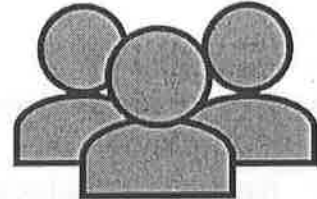
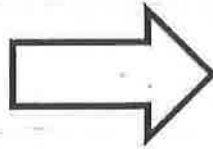
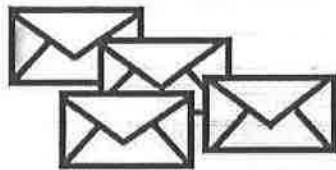
Register online: <https://goo.gl/vWTDwJ>

www.mentalhealthmattersday.org

Reasonable accommodation will be provided for any individual with a disability. Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the board may request assistance by contacting the MHAC at 916-557-1167.

THE VOTER'S CHOICE ACT

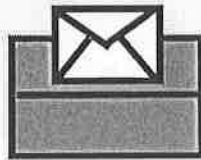
All voters will receive their ballot in the mail



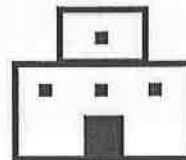
Voted ballots can be returned 1 of 3 ways:



By Mail



Dropped
in any
Ballot
Drop Box



Dropped
at any
Vote
Center

**Vote and return your ballot at any time up until 8 p.m. on
Election Day**

If you have any questions, contact:

Sacramento County Voter Registration and Elections

7000 65th St, Suite A

Sacramento, CA 95823

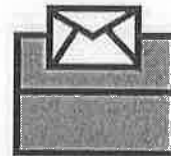
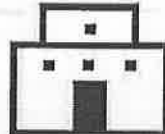
(916) 875-6451

<http://www.elections.saccounty.net>

What is a Vote Center?

A Vote Center is a universal polling place.
Any voter in the County can go to any Vote Center and:

- Cast a ballot
- Use an accessible voting machine to mark a ballot
- Request a replacement ballot
- Register/Re-Register to vote
- Cast a Conditional Ballot
- Drop off an already voted ballot



Conditional Voter Registration

- Register to vote up to and including Election Day
- Cast a Conditional Voter Registration Ballot at a Vote Center

Welcome to Election Month!

29 days before Election Day	→	Ballots are mailed to voters
28 days before Election Day	→	Ballot Drop Boxes open
10 days before Election Day	→	First Vote Centers open
3 days before Election Day	→	All Vote Centers open
Election Day		



Event Coordinator - Sacramento Office

PART-TIME POSITION AVAILABLE

20+ hours per week
\$15 per hour

The Event Coordinator will report to the Management Team and is responsible for the coordination of all WarmLine Family Resource Center events.

[Click here for description of job duties, desired qualifications and instructions on how to apply for this position.](#)

Outreach Coordinator - Sacramento Office

PART-TIME POSITION AVAILABLE

15-20 hours per week
\$15 per hour

The Outreach Coordinator's primary responsibilities are to build strategic relationships and conduct a variety of outreach activities on behalf of the WarmLine Family Resource Center.

[Click here for description of job duties, desired qualifications and instructions on how to apply for this position.](#)

**Community Parents
Sacramento, Yolo, Placer, Nevada
& El Dorado Counties**

PART-TIME POSITION AVAILABLE

5-10 hours per month
\$13 per hour

This Community Parent position staffs WarmLine events and trainings in Sacramento, Yolo, Placer, Nevada or El Dorado counties and greater Sacramento region. At events, Community Parents provide parent-to-parent support to the families we serve and encourage them to connect with other families. At trainings, Community Parents assist with setup, welcome participants and provide support to the presenter. Must reside in Sacramento, Yolo, Placer, Nevada or El Dorado counties. Bilingual, Spanish-speakers encouraged to apply.

[Click here for description of job duties, desired qualifications and instructions on how to apply for this position.](#)

The mission of WarmLine Family Resource Center is to provide information, education and support to promote and strengthen the foundation of families and children with special healthcare needs and disabilities so they can face the challenges of the present and create new dreams for the future.

WarmLine Family Resource Center | warmline@warmlinefrc.org |
(916) 455-9500 | warmlinefrc.org

Bingaman, Sonya@SCDD

Subject: City of Sacramento Grant Opportunity for Youth

From: Claudia Jasin [<mailto:Claudia@wayupsacramento.org>]

Sent: Friday, March 09, 2018 10:15 AM

To: Claudia Jasin

Subject: Information about 3/6 CBO Working Group Session

Good morning, and happy Friday!

I wanted to update you on the RFP to advance the City's goal of building 21st century skills. On Tuesday, March 6, a group of community-based organization representatives met to provide input and suggestions for the development of the RFP.

We had a great conversation. While I am not the one who makes final decisions on what goes into the RFP, I made a commitment to bring everyone's suggestions to the powers-that-be. Below, I have provided some highlights from the suggestions as well as a list of participants in the meeting.

At this point, the timeline for the issuing of the RFP is not clear. At a minimum, I know that an agenda item must go to Council to redirect the \$500,000 from its original intended use to the RFP process. I have asked for a timeline both on this action item and the subsequent issuing of the RFP. As soon as I know more, I will be sure to inform you.

Please feel free to get in touch if you have any questions.

Claudia

CBO Working Group Session

March 6, 2018

Highlights of RFP Suggestions

- Narrow eligible applicants to organizations with budgets of \$250K or less
- Potential for collaborations to apply but partnership must have been in place for at least two years
- Minimum grant request: \$10,000/Maximum grant request: \$25,000
- Target population: 10-18 or 16-24
- Must serve populations with at least two characteristics of increased need
- Must demonstrate how the youth development supports and opportunities (at least three) and the social justice principles (at least one) in the Citywide Plan are integrated into proposed program
- Must demonstrate how youth provided input into program design and how that input was incorporated into program
- Program must have been in operation at least two years
- Funds could be used for program expansion, quality improvement, and/or capacity-building
 - If program expansion requested, then organization must demonstrate how expansion will be sustained beyond the life of the grant.

- Potential program design requirements: community-based, incentives provided, culturally competent, healthy snacks/water provided if program operates two or more hours
- 21st century skills that will be build through program are those defined by employer need as well as youth needs
- Must show that there are other revenue sources supporting the program during grant period and into the future
- Minimal reporting requested

List of Meeting Participants

Name		Organization
David	Balla-Hawkins	Alliance for Education Solutions
Damone	Jackson	Architects of Hope
Kolieka	Seigle	California National Organization for Women
Omar	Hashemyan	Council on American-Islamic Relations, California
Alejandra	Labrado	First 5 Sacramento
Julie	Rinard	Girl Scouts Heart of Central California
Tasha	Johnson	Greater Sacramento Urban League
Dorene	Rose	La Familia Counseling Center
Patrick	Guild	Metro Chamber Foundation
Kim	Williams	Sacramento BHC
David	Baker	Sacramento Children's Home
Jesse	Archer	Sacramento LGBT Center
Taylor	Buck	Sacramento Youth Alliance
Noel	Mora	Sacramento Youth Alliance
Dea	Martelongo	Sol Collective
Kathy	Brian	State Council on Developmental Disabilities
Darcel	Sanders	Teach for America
Brian	Heller de Leon	The GreenHouse
Peter	Bell	WIND Youth Services

Bingaman, Sonya@SCDD

Subject:

FW: 2018 iCan Shine Bike Camp: Registration Opens at Midnight!

Here is the link to register:

<https://app.etapestry.com/cart/DownSyndromeInformationAlli/default/index.php>

From: Down Syndrome Information Alliance [<mailto:info@downsyndromeinfo.org>]

Sent: Wednesday, March 14, 2018 6:06 PM

To: Bingaman, Sonya@SCDD

Subject: 2018 iCan Shine Bike Camp: Registration Opens at Midnight!



Down Syndrome Information Alliance

March 14, 2018

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[Registration Opens Tonight at Midnight!](#)



Registration Opens Tonight at Midnight!
iCan Shine Bike Program
June 25-29, 2018
Location: TBD: Sacramento, Ca

Helping individuals with special needs gain confidence through bike riding

Requirements for participation:

- Minimum of 8 years of age
- With a disability
- Able to walk without an assistive device
- Willing and able to wear a properly fitted bike helmet
- Able to sidestep to both sides



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PINTEREST



follow us
TWITTER

Shop at AmazonSmile
and Amazon will make
a donation to
Down Syndrome
Information Alliance
amazon

Quick Links

[Our Website](#)
[Donate Now](#)
[Contact Us](#)
[Email Us](#)

- Maximum weight 220 lbs.
- Minimum inseam of 20" (measured from the floor while wearing sneakers)

Camp runs Monday through Friday, June 25-29. Riders participate for the same 75-minute session all five days. No changing sessions or times. No cancellations or refunds after June 1, 2018.

There is a mandatory parent information meeting on Sunday, June 24th 9:00am.

DSIA reserves the right to contact families to change session times based on registration needs. We will do our best to honor your choice, but circumstances might arise that we ask you to change your session for the week.

Session Times:

- Session 1: 8:30-9:45
- Session 2: 10:05-11:20
- Session 3: 11:40-12:55
- Session 4: 2:00-3:15
- Session 5: 3:35-4:50 (session 5 will only open once 1-4 fill up)

Session Fees:

- \$275 / non-members
- \$200 / members

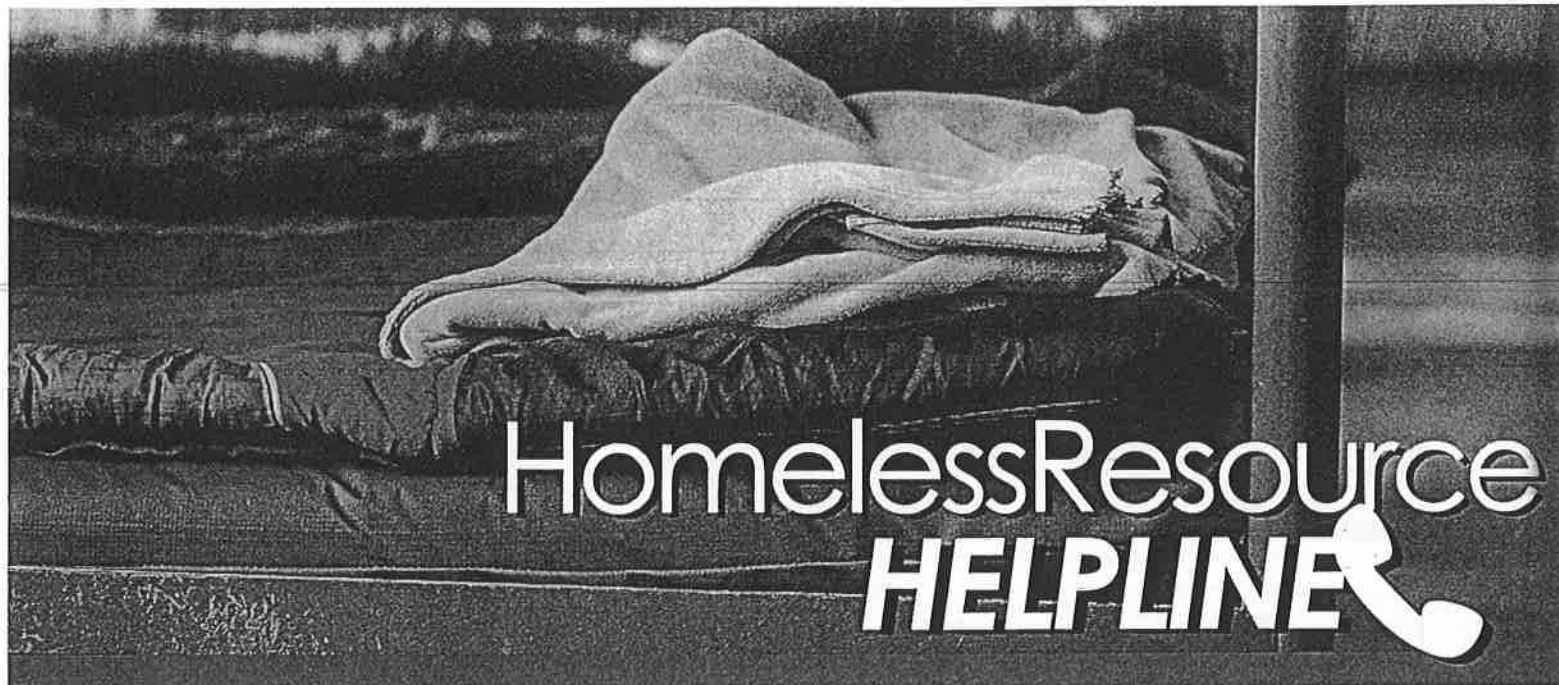
Registration

[CLICK HERE](#) for the iCan Shine Bike page.

[Remove my name from all future email correspondence](#)

Address postal inquiries to:
Down Syndrome Information Alliance
5098 Foothills Blvd Suite 3-464
Roseville, CA 95747
Powered By





HomelessResource **HELPLINE**

Are you homeless? Need a roof over your head?

1-833-3PLACER

(1-833-375-2237)

The Homeless Resource Helpline is a streamlined gateway, available in English and Spanish.

Callers will be asked questions to determine their eligibility for various housing programs, and their needs will be shared with participating Placer County homeless service providers offering:



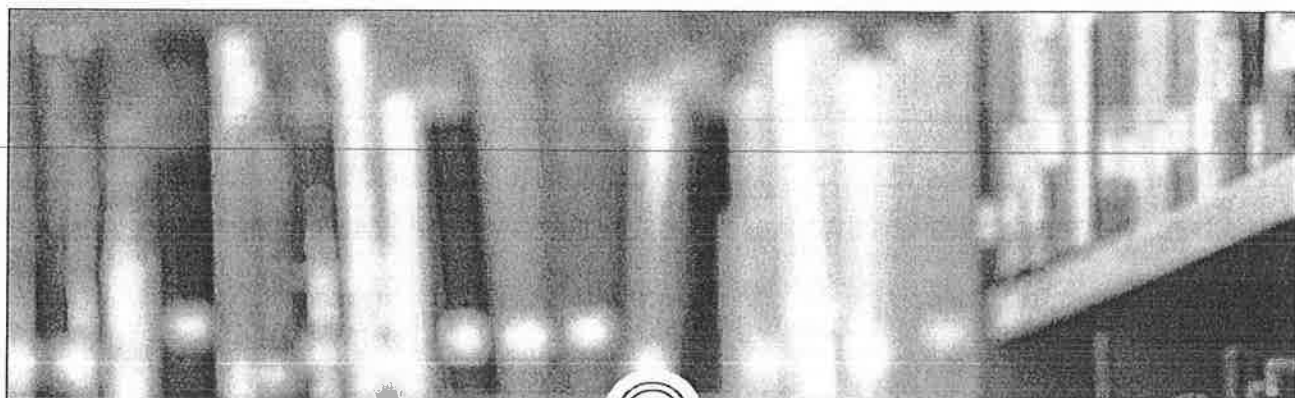
- **Emergency Shelter**
- **Rapid Re-Housing**
- **Permanent Supportive Housing**

A COLLABORATION OF



HOMELESS RESOURCE
COUNCIL OF THE SIERRAS





Participants Needed For Research

"ISSUES OF EQUITY AMONG TEAM MEMBERS IN SPECIAL EDUCATION: VOICES OF PARENTS
NEW TO SPECIAL EDUCATION"

If you are a parent of a child in Kindergarten through sixth grade that received a special education eligibility of specific learning disabilities (SLD) within the last three years and was the parent who participated in the IEP meetings and process:

I invite you to participate in this study and share your experiences with the IEP process.

The research study seeks to understand the experiences, understanding, and perceptions of parents new to special education regarding the Individuals with Disabilities Education Act (IDEA) and the Individual Education Plan (IEP) process.

Your volunteer participation would involve two scheduled interviews lasting 60-90 minutes each.

A \$10 Amazon gift card will be given to each participant at the end of each interview

For more information or to participate in the study please contact: Amanda Johnson

Ph: 209-269-0320; Email: a_johnson38@u.pacific.edu

University of the Pacific

This study has been reviewed and received ethical clearance by the
University of the Pacific Institutional Review Board

Phone: 209-269-0320
E-mail: a_johnson38@u.pacific.edu

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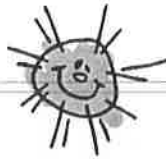
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**We are pleased to announce openings on the
Family SOUP board of directors for
Parent of a child on an IEP age 3-22**

PARENTS: IF you're interested in making a difference for children with special needs, please consider board membership.

Family SOUP is a parent driven organization and needs the parent voice on the board. Gain a fresh perspective and meet others dedicated to improving supports and services in our local area.

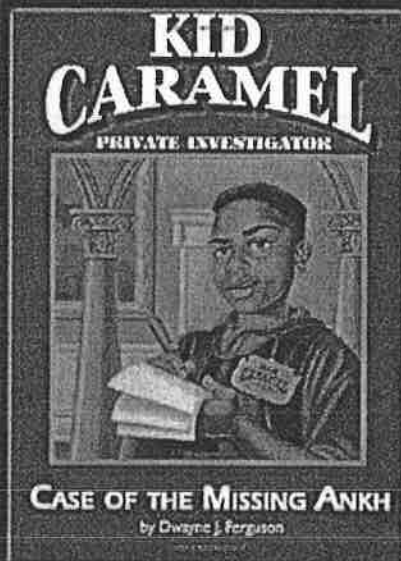
Board meetings are in the evening starting at 5:30 pm and are located at the Family SOUP office. There are a minimum of 5 meetings a year.

For more information call or email:
Cindy Chandler, (530) 751-1925 or cindy@familysoup.org

Please consider joining our leadership team!



BOYS IN THE HOOD BOOK CLUB



Every 2nd and 4th Friday. 2251 Florin
Road, 117, Sacramento, CA 916.710.2127
escapevelocityfoundationinc@gmail.com



How to Keep Students with Disabilities Safe in Lockdowns, Evacuations, and Other School Crises

With lockdowns and evacuation drills becoming a regular occurrence in schools, students with disabilities are often faced with disruptions of routine, unrealistic behavior expectations, accessibility problems, and other challenges that may not have been addressed in the IEP and remove necessary supports. Friendship Circle asked Dr. Dusty Columbia Embury and Dr. Laura Clarke, who've written about safety and students with disabilities, to answer some questions about how schools can include these students in their planning for unexpected events and how parents can make sure their children's needs are accounted for.

Introduction from Dusty and Laura

We are passionate about creating and sustaining inclusive settings and experiences for all children, and we began our research about school safety and children with significant disabilities after the Newtown school shooting.

What started out as a panicked conversation between friends who both have a child with a disability turned into research about what kinds of safeguards are in place for children with disabilities in a school crisis. Our article in *Teaching Exceptional Children*, "Supporting Students With Disabilities During School Crises: A Teacher's Guide," was the result of this research, and our work in this area has continued as we work with our friends at Scenario Learning on their school safety online course for school professionals and through workshops and trainings with school districts interested in creating safety plans that address the most vulnerable students.

What are some issues with lockdown drills that parents of kids with disabilities should be aware of?

Dusty: It depends on the student—but we know that practice for emergencies like a lockdown or a natural disaster can present challenges to our students. When I think about my own student, I think about the (often loud) disruption to the routine and not knowing what is happening. Changes, especially frightening ones, present difficulties for my student and many other students. When she was younger, my concerns were that she would shut down and be unable to move to safety on her own and might lash out if others attempted to move her to safety.

When we are thinking about students with medical equipment or medications administered on a schedule, we have to plan in advance to make sure we have those. I might always have a student's insulin or suction machine/plug in my classroom; but if the drill occurs as we are leaving the library or on the playground and students are directed to stay there for a period of time, then I have a student in potential danger because we weren't able to keep the schedule due to a drill.

Laura: Dusty and I originally developed this concept after we listened to and watched the trauma of Sandy Hook and other school crises. As we processed these school tragedies, we both came to the realization that our own children would really struggle or not be able to handle the requirements of the situation. For example, my son Dan had never been taught the skills needed to maintain a quiet stance for a prolonged period of time. With his diagnoses of autism, epilepsy, and an intellectual disability, neither he nor his teachers had the necessary tools to help him stay safe.

As Dusty and I began to process through what our own children with disabilities would need, we also began to look at what other students would require to survive a crisis such as a lockdown, emergency weather event practice, or actual school crisis. When we think about the skills needed to handle a drill or actual crisis, children have to be able to:

- maintain silence
- follow directions very quickly
- maintain a position/location
- manage feelings of stress/frustration without acting out
- manage changes to schedule

These are just a few of the skills required—but any one of these can be extremely problematic if not impossible for our children unless they are taught the necessary skills and provided with their required accommodations (including sensory supports, medical supports, and behavioral supports).

What's the best way for parents to address these problems?

Dusty: Start with the teacher and the IEP team. There has to be an administrator on the IEP team, and that initial discussion can happen with all of the professionals who have direct contact and influence over the child and the policy. We are certainly going to recommend having an Individual Emergency and Lockdown Plan© (IELP) in place for the student. This way, we address teaching and progress on learning the required skills for surviving a lockdown or emergency at school as an integral part of the student's learning experience. Going over our Teacher's Emergency Plan Procedural Checklist with the IEP team allows all of the stakeholders to be on the same page, so to speak.

Laura: The best way for parents to support these problems is to be an active part of the IEP team. In this circumstance, it truly does take a village to support our children, and we need to be prepared to involve more than just our immediate school team.

We recommend including local first responders and any medical personnel if the student has any medical needs, and behavioral support personnel if the student has any behavioral concerns. The IELP is a great tool to help teams start to develop the crucial supports needed.

What exactly is an IELP? Do all schools have them?

Dusty: The IELP is a plan that Laura and I designed after research about this topic and our own personal experiences with our children in school. Most schools and districts have a safety plan or policy on protecting students, but it's not a universal one, and it changes from school to school, district to district, and across the country. Some states have really excellent resources for districts about safety and students with disabilities (e.g., Ohio and Florida), but not all states or districts or even individual schools do.

So we did our research, and we wrote the article "Supporting Students With Disabilities During School Crises: A Teacher's Guide" to share both what we learned and what we created to help teachers and parents fill that gap. We put it out for special educators, administrators, parents—anyone who wants to

read it—to be able to use the plan, use our checklists, use the tools, use all of it to help prepare to keep our students safe.

Laura: The IELP was developed to blend seamlessly with a student's IEP in the same way Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs) are used to support students with significant behavioral concerns. We recommend that all schools look to develop an IELP for any student who has:

- significant health needs (requiring daily medication or medical intervention such as suction, oxygen, etc.)
- significant behavioral needs (requiring daily behavior intervention and behavior supports)
- significant communication needs (including using an alternate communication system such as PECS, sign language, or FM system to understand spoken language and/or communicate their thoughts and needs)
- significant physical supports (to transition around the school or across the classroom; for example, transitioning from a wheelchair to adapted seating)
- support needs for activities of daily living (ADLs), including dressing, feeding, and/or toileting

Is planning for drills or emergencies something that should be brought up in an IEP meeting?

Dusty: If you have a student who would need support in the event of an emergency, then you need to address this in the IEP meeting. That's our protection for our students—if having an IELP or practicing for drills is in the IEP, then the law requires that those things happen. If they are not in the IEP, it could still happen, but it's not required by law. So I would definitely bring it up at an IEP meeting.

Laura: Absolutely! We would recommend adding practice times as one of the student's required Supplementary Aids and Services (SAS) in the IEP.

What can parents do if the school is making drill compliance a disciplinary or a zero-tolerance issue? Do educational and disability

rights apply to these extraordinary, non-educational situations?

Dusty: If it's a school activity and the student needs educational support to be successful in it, then we have to address it as an educational need. If this is happening, then we have to put something in place for the student to not just comply, but to acquire the skills to be safe and survive a crisis in school.

Laura: Any activity that is required by the school to help maintain a student's safety is part of the student's educational program. In order to ensure that special education law and supports cover a student in these situations, it is crucial that the IELP be part of the student's IEP in the same way that an FBA and BIP can be tied to a student's IEP.

Are there things parents can do at home to prepare their kids for these events, or to provide tools to help them get through it?

Dusty: Parents can certainly have a safety plan at home and make sure students are aware of it and practice it in ways that meet the individual student's needs. At my house, we have a copy of our emergency routes out of the house with our designated meet-up location posted on the inside of the kitchen cabinet with drinking glasses in it. The kids see it every time they get a glass. We've gone over it with our kids, and when we are outside we'll point out, "Hey, right here is where we go if there's ever a fire in the house," or "There's Mr. Mark, and if there was ever an emergency when you needed another adult, you'd go right to his house and get him."

When we change the smoke detector batteries, we tell the kids we are going to sound the alarm so they hear it and recognize it and remind them what to do if there's a fire. It's going to be different for different families and their needs. You might need to assign safety partners or someone to grab an emergency pack on the way out of the house.

Laura: I agree that practice at home is crucial, as is the opportunity for students to share what they have learned. Working with the school psychologist, counselor, or speech pathologist is often helpful to bridge the

school-to-home gap and ensure that parents have a full understanding of the school emergency and/or IELP plan.

In our school, our speech pathologist does a great job creating a social story for students who require communication and behavior supports. The social story includes pictures of appropriate school personnel and locations and walks students through the expectations of any school crisis. Tools like this can be great supports for our students and families.



WRITTEN ON MARCH 6, 2017 BY:

Dr. Dusty Columbia Embury and Dr. Laura Clarke

Dr. Dusty Columbia Embury is an associate professor of special education at Eastern Kentucky University and former special education teacher. Mom to two girls, she's learned how to be a better special education teacher by participating in IEP meetings as a parent. **Dr. Laura Clarke** is an associate professor of special education at Eastern Kentucky University and mom to four amazing children. Her experiences as a parent of a teen with a significant disability have shaped her teaching and research.

[View all 4 of Dr. Dusty Columbia Embury and Dr. Laura Clarke's posts](#)

Competitive Integrated Employment (CIE)

Overview



CIE Includes:

- Work in an integrated setting
- Minimum wage or above
- Employee benefits and equal promotional opportunities

Agencies mandated to assist individuals to achieve CIE include:

- School Districts, CA Dept. of Education (CDE)
- Regional Centers, CA Dept. of Developmental Services (DDS)
- CA Department of Rehabilitation (DOR)

Regional Centers assist individuals with CIE by securing services and supports to maximize opportunities and choices for living, working and recreating in the community:

- ❖ Supported Employment
- ❖ Independent Living Skills
- ❖ Vocational Education
- ❖ Self-employment resources
- ❖ Mobility training and related transportation services to assist in achieving CIE

Settings that are *NOT* CIE:

- Day Programs that typically provide non employment-related services during the day, commonly in segregated settings
- Work Activity Centers/Sheltered Workshops that typically take place in a segregated setting and offer compensation below minimum wage
- Enclaves (segregated group employment) settings that typically pay less than minimum wage

What is the Competitive Integrated Employment (CIE) Blueprint?

Launched in 2014, finalized in 2017, the CIE blueprint was prepared by the CA Dept. of Education, CA Dept. of Rehabilitation, and the CA Dept. of Developmental Services. The Blueprint is the result of the commitment between the three departments to provide opportunities for Californians with I/DD, regardless of the severity of their disability, to prepare for and participate in CIE.

The Blueprint addresses the following areas:

- Expanding joint information sharing
- Coordinating efforts across the three systems to utilize existing resources more effectively
- Increasing collaboration between departments at the state level, and entities at the local level, to better plan, implement, and evaluate services to increase competitive integrated employment
- Increasing participation of individuals with I/DD in the California workforce development system
- Improving business partner engagement with regard to hiring individuals with I/DD in both the public and private sectors
- Offering individuals, their support network, and business partners, information and technical assistance related to CIE

Competitive Integrated Employment Resources

- Competitive Integrated Employment Blueprint: [http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-\(CIE\).aspx](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx)
- WIOA: <https://www.doleta.gov/wioa/>
- Disability Benefits 101: <https://ca.db101.org/>
- Rehabilitation Services Administration (RSA)
- CECY: <https://www.semel.ucla.edu/tarjan/cecy>
- U.S. Dept. of Labor's Office of Disability Employment Policy: <https://www.dol.gov/odep/>
- LEAP Certification: <http://www.dor.ca.gov/LEAP/index.html>
- Diversity Inc. Top 50 List: www.diversityinc.com/the-diversityinc-top-50-companies-for-diversity-2017
- National Center on Workforce and Disability: <http://www.onestops.info>
- Think Beyond the Label: www.thinkbeyondthelabel.com
- SCDD's Employment Data Dashboard: https://scdd.ca.gov/employment_data_dashboard/
- Job Accommodation Network: <https://askjan.org>
- Contact your local State Council on Developmental Disabilities Regional Office:
Sacramento Regional Office (916) 263-3085